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ABSTRACT

This curriculum guide provides an introductory course for secondary students interested in health careers. The instruction is sequential and exposes the student to a core curriculum including interpersonal, vocational and practical skills basic to the health occupations cluster. The course objectives are to: (1) Identify jobs and job opportunities in the health service industry, (2) assess self in relation to job requirements for various occupations within the health field, (3) perform some elemental tasks associated with various occupations in the health service industry, and (4) set personal goals within the field of health and discern the schooling necessary to reach those goals. Seven instructional units are included: Unit 1--Orientation; Unit 2--Health Care Systems and Components; Unit 3--You, the Health Care Worker; Unit 4--Planning Your Health Career; Unit 5--Becoming a Patient; Unit 6--The Patient from Admission to Discharge; and Unit 7--The Patient is Discharged. Each of these units contains student objectives, content, and suggested activities. The appendix contains a bibliography, a listing of audio-visuals (films and filmstrips, a listing of black contributors to health, and a listing of health careers at the entry, intermediate, college graduate, and graduate education levels. Suggestions for field trips are also appended. (HD)

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

Vincent E. Reed, Superintendent

EXPLORATION

OF

HEALTH CAREERS

Curriculum Guide

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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1976

INTRODUCTION

The health career education training program prepares the secondary student simultaneously with high school education for entry-level employment in nursing and/or allied health fields. Instruction is sequential and exposes the student to a core curriculum including interpersonal, vocational and practical skills basic to the health occupations cluster.

Exploration of Health Careers is a required introductory course for all students interested in health careers. Students are exposed to an overview of the world of work and a first-hand view of career opportunities in the health service industry.

Appreciation is expressed to the following persons for their assistance in preparation of this curriculum guide:

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Health Careers

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COURSE OBJECTIVES

Upon completion of the course the student will be able to:

Identify jobs and job opportunities in the health service industry.

Assess self in relation to job requirements for various occupations within the health field.

Perform some elemental tasks associated with various occupations in the health service industry.

Set personal goals within the field of health and discern the schooling necessary to reach those goals.

UNIT I - ORIENTATION

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
Demonstrate ability to adapt to the environment by complying with school policies.	I. Orientation to program	Review student handbook.
	A. School policies	
	B. School facilities	Tour building.
	C. Course requirements	
	D. Attendance	
	II. Overview of health careers exploratory program	
	A. Objectives	
List and explain several career options available in the health career program.	B. Career options	Teacher and students share course objectives and options.

UNIT II - HEALTH CARE SYSTEMS AND COMPONENTS

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	I. Health and health care	
Define "health."	A. Definition	Organize in small groups to develop a definition of health and health care. Combine group definitions on chalkboard, discuss and select a comprehensive definition acceptable to the class.
Identify scientific contributions that have improved modern health care.	B. Contributions to modern health care	Present an oral report on an individual who has made an outstanding contribution to health, relating personal characteristics, education and accomplishments. Suggested Contributors: Marie Curie Charles Richard Drew* Lena F. Edwards* William Augustus Hinton* Rudolph Ellsworth Jackson* Edward Jenner Jane Cooke Wright Jones* Percy Julian* Samuel L. Kountz* Theddore Lawless* Florence Nightingale Louis Pasteur Walter Reed Daniel Hale Williams* Louis Wright* (*Refer to Appendix, page 71, for thumbnail sketches).

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	II. Scope of health care	
Identify five health care services available to the consumer.	A. America's big business	Report on costs of maintaining a health care system using resource materials.
Describe relationship between increased demand for health services and increased need for manpower and facilities in health care field.	B. Cooperative systems	Give each student an organizational chart that identifies various departments in a health facility. Compare organization to that of a large business firm.
Discuss the effects of public attitudes toward health.	C. Health consumer value system	Prepare guidelines for interviews. Interview at least three people in various age groups to ascertain individual attitudes toward health.
List three basic needs of health care workers.	D. Needs of health care 1. Social approval 2. Sense of accomplishment 3. Self-actualization	Have students discuss their concepts of the needs of health care workers.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	III. Philosophy of health care workers	
Define "philosophy."	A. Definition	Discuss the meaning of philosophy.
Describe, orally or in writing, the relationship between philosophy and health.	B. Philosophy of health service workers	Prepare a listing of significant factors to be considered in formulating a philosophy. Prepare projects on selected philanthropic organizations for presentation to the class, (e.g., Woodward Foundation, Rockefeller Foundation, Kaiser Foundation, Ford Foundation).
Differentiate between official and non-official health agencies.	IV. Types of health organizations	Describe how official and non-official health organizations work together to promote health care.
	A. Official or governmental	
	B. Non-official or voluntary	

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	V. Official health organizations	
Identify types of health facilities.	A. Local	List three major health problems in a large community.
	1. Functions	
State the role of a community action group.	2. Response to community needs	Panel discussion: "Community Involvement with Local Health Organizations."
	B. State	
Identify state facilities and describe their functions.	1. Functions	Contrast the District of Columbia Health Department with the state health departments in Maryland and Virginia.
	2. Response to statewide needs	
	C. Federal	
Name the major types of facilities offered within the health care system at the federal level.	1. Health, Education and Welfare	Arrange two field trips to federal health agencies to observe activities of various health occupations. (Refer to appendix, page 77 for suggested sites.)
	2. Agriculture	

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	C. Federal (cont'd)	
List the major problems of the present health care delivery system.	3. Commerce 4. Interior	Invite speakers from official health agencies to address the class. Handouts of organization in government health agencies.
	D. World Health Organization (International)	
Discuss the importance of the World Health Organization.	1. Purpose 2. Function	List four functions of the World Health Organization. Panel discussion: "Influence of World Health Organization on International Health Concerns."
	VI. Non-official health organizations	
Identify the major non-official health organizations within the community.	A. Functions	Report on health problems of the metropolitan Washington area.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	VI. Non-official health organizations (cont'd)	
	B. Response to community needs	Have students bring in immunization records. Discuss the need to keep current.
		Each student will choose a voluntary health agency, interview one of its team members and report back to the class.
	VII. Health care institutions	
Define "hospital."	A. The hospital	
	1. History and development	Students report to class on hospital development in ancient and medieval eras.
Given a list of hospital functions identify four.	2. Functions	

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	A. The hospital (cont'd)	
Describe in writing the methods by which hospitals are classified.	3. Classifications	Using a map of the District of Columbia, locate and mark the site of each hospital facility and indicate any unique characteristics.
	4. Hospital accreditation	Arrange for a member of the American Hospital Association to speak on accreditation.
	5. Hospital certification	Discuss the difference between hospital accreditation and hospital certification.
	6. Sociologic aspects	
Identify the various departments within the organizational structure of a hospital.	7. Organizational structure	Review handout, "Organizational Structure of the Hospital." Select students to visit a sampling of institutions and agencies. Report, in panel presentation, the types of units visited, their functions and organization.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:	A. The hospital (cont'd)	Sketch the basic organizational structure of a hospital and indicate personnel. Films: "A True Story About Hospitals" "Hospitals are People" American Hospital Association 840 N. Lake Shore Drive Chicago, Illinois 60611 Film: "Code Blue" National Audiovisual Center National Archives & Records Service Washington, D. C.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	A. The hospital (cont'd)	
	7. Administrative personnel	
Identify and discuss the duties of administrative personnel.	a. Governing board	Use a chart to fill in administrative organization blocks to illustrate lines of authority.
	b. Administrator	
	c. Assistant Administrator	Select career options within the administrative structure and prepare a report emphasizing the amount of training, duties, salary and advancement opportunities.
	d. Departmental directors	
Discuss the function of nursing care homes.	B. Extended care facilities	
	1. Nursing homes	Visit a nursing home. Evaluate the services offered and report to class.
Describe the services of nursing care homes.		
Define the function of a clinic.	2. Clinics	Assign small groups to visit various types of clinics and report observations to class.
	a. Neighborhood	
	b. Private	
	3. Health Maintenance Organizations	

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	B. Extended care facilities (cont'd)	
List four major services of convalescent and rehabilitation centers.	4. Convalescent and rehabilitation centers	
	5. Home care services	Invite home care service personnel to speak to class.
Compare current medical care costs with economic trends.	VIII. Medical care costs	Compare current medical costs with costs five years ago.
State briefly the differences in the five major types of medical insurances.	A. Insurance	Invite medical insurance representatives to speak to class.
	1. Types	Debate relative value of different types of insurance.
	a. Regular medical expense protection	Plan a sample budget for a family of four which provides for essential medical care and discuss the benefits of health insurance.
	b. Hospital expense protection	
	c. Surgical expense protection	Study your family's health insurance policy. Evaluate it on the basis of the discussion on health insurance.
	d. Major medical expense protection	
	e. Loss-of-income protection	
	2. Consumer selection	

UNIT III - YOU, THE HEALTH CARE WORKER

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
Orally define "communication."	I. Communication	Define "communication." Film: "If an Elephant Speaks" C&P Telephone Company 1710 H Street, N. W. Washington, D. C.
Identify the types of communication from a given list.	A. Types 1. Verbal 2. Non-verbal	Discuss the relationship between the types of communication. Students work in small groups to discuss as many aspects of non-verbal communication as possible. Discuss the importance of verbal and non-verbal communication in health care.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	I. Communication (cont'd)	
List the elements of communication.	B. Elements	
	1. Sender	Using hypothetical written situations identify the six elements of communication.
	2. Content	
	3. Channel	
	4. Receiver	
	5. Interpretation	
	6. Response	
Analyze and discuss the influence of speaking skills upon effective communication.	C. Skills	
	1. Speaking	Students record voices on tape recorder and evaluate.
	a. Grammar	
	b. Enunciation	Resource lecturer: speech therapist.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	1. Speaking (cont'd)	
	c. Diction	
Use the telephone correctly.	d. Telephone usage	Film: "The Extra Step" C&P Telephone Company 1710 H Street, N. W. Washington, D. C.
	(1) Correct techniques	List the effective communications techniques depicted in the film.
	(2) Effects on interpersonal relations	Handouts from local telephone company: 1. How to use the telephone. 2. Hands on experiences with the teletrainer.
Define types of reading skills.	2. Reading	
State importance of reading skills as related to health care delivery.	a. Comprehension b. Information c. Comparison and contrast	Use sample printed materials furnished by teacher and classify according to intent.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	I. Communication (cont'd)	
Record messages accurately.	3. Writing	
	a. Messages	
Compose brief correspondence to convey intended message.	b. Correspondence	Practice correctly giving and writing messages and correspondence.
	c. Reports	
List components of a resume.	d. Resumes	Review sample resumes and select personal format. Develop individual resume.
	e. Directions	
Follow directions accurately.	(1) Oral and written	Practice following oral and printed directions.
	(2) Implementing directions	Develop a situation that depicts the importance of following oral and written instructions in the health care setting.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	e. Directions (cont'd)	
Illustrate importance of instructions as tools in health care delivery.	(3) The importance of accuracy	Select several interview situations and develop guiding questions to get desired information or results.
	(4) The hazards of misinterpretation	
State in writing the importance of listening as a contribution to effective communication.	4. Listening a. Directions	Participate in rumor clinic and appraise abstractions in communicating as information is transmitted from the original source through several individuals to a final destination.
Enumerate orally specific communication obstructions.	b. Clues	Film: "Effective Listening." #1309 Educational Media Center, D. C. Public Schools.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	I. Communications (cont'd)	
State processes in observation.	5. Observation	Define "observation."
	a. Comparison-contrast	
Explain the importance of body language in communication.	b. Variations	Roleplay hypothetical situations. Have class observe and identify non-verbal modes of communication.
	c. Gestures	
List and define components of body language.	d. Facial expressions	
Cite and describe the processes of communication.	II. Processes	In small groups develop skits depicting communicative processes.
	A. Interchange/transfer of ideas	Handout: "Communication: the Transfer of Meaning." Glencoe Press, Kaiser Aluminum Corp., Oakland, CA.
In writing define "perception" and its effects on transmission.	B. Perception and transmission of information	See a film and record in writing how individual perception influences communication.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	III. Interpersonal relations	
State, orally or in writing, the definition of "behavior."	A. Behavior	Join small buzz groups and discuss how needs are expressed in behavior.
Identify behavioral characteristics influencing interpersonal relationships.	1. Characteristics a. Personality b. Attitude	Write a summary of your major behavior for a day based upon the following situations: 1. Having personal or individual meaning. 2. Being purposeful to another person. 3. Being capable of change. 4. Being governed by multiple factors, internal and external.
Translate into writing those physical and social environmental factors that influence behavior.	2. Influences a. Physical b. Social c. Environmental d. Hereditary	Small group discussion: "Can behavior be changed? If so, when and how?" Film: "Laws of Heredity." #1735, Educational Media Center, D. C. Public Schools

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	III. Interpersonal relations (cont'd)	
Define the concept of "group."	B. Group relationships	Discuss group criteria.
Identify three ways in which groups may be classified.	1. Classifications	Have students prepare a list of the groups to which they belong. Include family, friendship, church and school groups. Identify the origin and purpose of each group.
	a. Origin	
	b. Purpose or function	
	c. Relationships with larger groups	Compare individual lists of group memberships with those of classmates. Answer the question, "Are there striking differences? If so, why?"
Identify four reasons for joining groups.	2. Functions	Have students write personal reasons for being in different groups.
	a. Need to be recognized as a person	Interview father, mother or adult friend. List number of groups they belong to and reason for belonging. Compare individual interview results with those of two classmates.
	b. Need to belong	
	c. Need to acquire status	

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	2. Functions (cont'd)	
	d. Need to achieve personal goals	Have students make a list of the needs they seek to have fulfilled by group membership. Review previous list of groups and analyze to determine need fulfillment.
Define the three types of communication patterns.	3. Group communication	
State the function of a group leader.	a. Autocratic pattern	Discuss the advantages vs. disadvantages of controlled leadership.
List the disadvantages of individual-centered pattern of communication.	b. Individual-centered pattern	In small groups: Identify five small groups which are best conducted through individual-centered patterns of communication.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	3. Group communications (cont'd)	
Explain why the group-centered pattern is the most desirable communication pattern.	c. Group-centered pattern	Have five volunteers engage in an impromptu discussion before the class on: "The Problem with My Family as a Small Group"; "The Problem with This Class as a Small Group." Have the other class members diagram the pattern of communication which emerges.
	4. Group effectiveness	
Identify the components of group success.	a. Mystery of group	Discuss factors of group success vs. group failure.
Critique the three strategies for generating goals.	b. Generating goals (1) "All work and no play" (2) "Rigid agenda"	Discuss groups in which these strategies have been used to promote positive tone for group interaction.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	b. Generating goals (cont'd)	
	(3) "There is plenty of time"	
Orally define "tone."	c. Setting tone for group interaction	Define "tone."
Explain the variables that promote a positive tone for group interaction.		
	5. Risks and rewards of participation	Working in groups of five, discuss the question, "Do grades help or hinder learning?" Appoint a leader who sets agenda. All participants must be recognized by the leader before speaking.
List two ways the risks of participation can be alleviated.	a. Risks	Change groups. Discuss "Should students be required to attend study hall during free periods?" Agenda should be determined by group interaction. No member may speak a second

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	5. Risks and rewards of participation (cont'd)	
		time until all participants have spoken once. Compare and contrast the two group experiences.
List two rewards for group participation.	b. Rewards	Discuss the advantages of full participation.
	(1) Increased sources of information	
Orally defire "social cohesion."	(2) Improved social cohesion	Define "social cohesion."
		From past experiences relate examples of social cohesion.
Specify basic skill required for effective decision-making.	6. Making decisions	Assign a group to select a current issue utilizing skills for decision-making.
	a. Planning properly	
	b. Sharing responsibility	
	c. Reaching concensus	

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	IV. Ethics for health care workers	
Define "ethics."	A. Definition	Discuss ethical behavior in relationship to everyday etiquette. Relate to past experiences.
	1. Relationship to everyday life	
Compare and contrast the terminology and scope of the Hippocratic Oath and modern Medical Code of Ethics.	2. Medical implications	Read the Hippocratic Oath and compare how the term "medical ethics" developed from the "Golden Rule" to the modern code of ethics adopted by the American Medical Association.
Identify the need for ethical conduct in the hospital situation.	B. Purpose	Prepare a bulletin board displaying "Desirable Qualities of the Health Care Worker."
Cite and explain the five basic principles of medical ethics.	C. Basic principles of medical ethics	
	1. Codes	Handout: "Code of Ethics" American Hospital Association.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	C. Basic principles of medical ethics (cont'd)	
Select the correct ethical choice when given hypothetical situations.	2. Appropriate choices	Given ten health related hypothetical situations describe the correct ethical response. Roleplay correct ethical behavior in a health situation. Critique and give alternate methods for ethically handling the situation.
	D. Legal jurisprudence	
Demonstrate a knowledge of given legal vocabulary by accurately using the terminology in speaking.	1. Vocabulary	
Define and discuss legal responsiblities of health care personnel.	2. Protective laws	Invite lawyer to discuss legal responsibilities of health care personnel.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	2. Protective laws (cont'd)	
	a. Patient b. Health worker	Handouts of teacher-prepared dialogue giving health-oriented situations pertaining to individual rights. Class discussion on ways to handle situations.
Distinguish civil from criminal law.	3. Legal judgments	Given hypothetical situations classify as criminal or civil in nature.
List four basic rules to follow to prevent litigation.		After discussion list in writing the rules governing prevention of litigation. Prepare a written report on "Liability Insurance: Pros and Cons."
Define "licensure" and state its purpose.	4. Licensure	Discuss the purpose of obtaining and keeping a license.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	4. Licensure (cont'd)	
	a. Purpose	Analyze purpose of driver's license, health practitioner's license, etc.
State in writing the effects of licensure on health personnel.	b. Effects	Write licensing organizations requesting information on licensure of a health occupation of interest.
Cite the responsibilities of the health care worker in relation to legal records.	5. Legal documents	Invite a hospital administrator to discuss legal hospital forms and their importance. Students practice filling out various legal forms.
	a. Institutional	
	b. Personal	

UNIT IV - PLANNING YOUR HEALTH CAREER

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	I. Employment in a health occupation	
Formulate a list of general qualifications necessary for a successful health worker.	A. Qualifications	Invite U. S. Civil Service Commission career counselor to demonstrate and discuss testing for job placement and the use of test results.
	1. Competencies	Film: "Is a Career in the Health Services For You?" Counselor Films, Inc. 1422 Chestnut Street Philadelphia, Pa. 19102.
Relate orally the importance of education, advancement and salary placement for career opportunities.	2. Education	Review educational requirements for different levels of health team members.
	a. Continuing	
	b. In-service	Comparison chart: Educational levels and salary ranges of varied health fields.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	A. Qualifications (cont'd)	
		Invite personnel manager of medical institution to speak on advancement in job opportunities through education.
Relate physical health with job availability and continuity.	3. Physical requirements	
	a. Personal	Bulletin board: Importance of good health and keeping a job.
		List the physical demands on health care personnel.
		Visit an employee health department of a hospital.
	b. Handicaps	Discuss relationship between physical ability and job opportunities.
		Invite rehabilitation counselor to talk on "Jobs and the Handicapped."

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	3. Physical requirements (cont'd)	
		Formulate a list of health related jobs which a person with a specific handicap may or may not be able to perform.
Make individual preliminary choices of health field best suited to him/her.	4. Self-interest	
	a. Importance	Compose a record of all jobs or activities participated in, courses taken and skills acquired while in school. Include hobbies and interests. Analyze, list and relate it to a health career.
	b. Career choosing	Invite a career counselor to: (1) assist students in evaluating main interests; (2) administer aptitude tests.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	I. Employment in a health occupation (cont'd)	
Identify factors contributing to employer/employee relationships.	B. Employer/employee relationships	Have students formulate two lists: employer expectations employee expectations Compare and contrast lists.
	1. Policies	Visit the U. S. Civil Service Commission Office of Equal Employment Opportunities. Interview personnel as to policies.
	a. Working hours	
	b. Wage-salary standards	
	c. Advancement	
	d. Leave	
	2. Fringe benefits	Bring in illustrations from literature describing conditions prior to enactment of protective laws and regulations.
	a. Retirement	
	b. Social security	
	c. Hospitalization	
	d. Life insurance	

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	B. Employer/employee relationship (cont'd)	
	3. Laws	Student debate: Independent Employee Organizations vs. Group Organizations.
	a. Anti-discrimination	
	b. Workman's Compensation Act	
	4. Unions	
Describe the health team concept for providing health care.	II. Health care team	
	A. Members	
	1. Professional	Prepare a report for the class on one selected member of the health team. Include in the report the education, various specialties in the field, the duties, and ways this career supports other members of the team.
	2. Ancillary	Handout: "Many Hands and Skills" American Hospital Association 840 North Lake Shore Drive Chicago, Illinois 60611

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	II. Health care team (cont'd)	
Formulate a concept of the relationship between professional and supportive roles for health team members.	B. Role and responsibilities	View film: "Helping Hands for Julie" Oregon State Board of Health
	1. Individual	
	2. Team	List team members and describe their roles and responsibilities.
Discuss the need for effective channels of communication to facilitate patient care as well as staff considerations.	C. Channels for communication	Students prepare skits depicting a health team person. Demonstrate channels of communication that can be experienced in resolving a problem or request.
	1. Staff concerns	
	2. Provision of patient care	

UNIT V - BECOMING A PATIENT

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
Define "patient."	I. The patient as an individual	Have class give personal definitions for "patient." Compile and develop a work-definition for the term.
Identify the characteristics of the patient role.	A. Patient's role	Discuss and analyze the characteristics of the individual as a patient.
Correlate psychologic, sociologic and economic factors that influence behavior.	B. Psychologic aspects of illness 1. Self-concept 2. Patient's reactions to illness 3. Family's response to illness	Discuss the psychologic reactions of the patient and family to illness. Invite a psychologist, psychiatrist, or social worker to speak about the influence of physical and mental health on behavior. Follow by question and answer session.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	I. The patient as an individual (cont'd)	
	C. Sociologic aspect of illness	
	1. Cultural influences	Choose ethnic groups to report on their customs, traditions, values, patterns of interaction and methods of economic support as they relate to illness.
	2. Effects on patient	
	D. Economic factors of illness	
	1. Environmental effects	
	2. Strata	
List five factors which the patient is entitled to under his/her "Bill of Rights."	E. Patient's "Bill of Rights"	Handout: "Patient's Bill of Rights."
	1. Importance	
	2. Legal implications	Review discussion: "Legal Implications of the Health Worker."

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	II. The patient enters the facility	
Describe in writing the procedure for admitting a new patient.	A. Admission procedures	View filmstrip, "Admission of a Patient." Make a note of the personnel involved in the procedure and discuss their functions.
Cite the relationship between a positive admission experience and the patient's reaction to the total hospitalization.	1. Purpose	
	2. Function	
	a. Reception	
	b. Orientation	
	c. Identification	Compare patient identification procedures of the four official hospitals in the area.
	d. Care of valuables	Roleplay: One student empties the pockets and removes the valuables of another student. Discuss the legal need of having a witness to this activity.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	A. Admission procedures (cont'd)	
List the personnel involved in the admissions procedure and indicate their training, duties and salary.	3. Personnel	
Explain, orally or in writing, the purpose of gathering pertinent information about the patient during admission.	B. Pertinent patient information	Using a sample hospital admission form, select a classmate and obtain the required information. Explain to the class the need for the information.
	1. Personal data	
	2. Family	
	3. Payment sources	Review medical payment sources.
	a. Private insurance	
	b. Medicare and Medicaid	
	c. Other	Collect billing system from several facilities. Have students review and identify ways fees are determined.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:	II. The patient enters the facility (cont'd)	
List and describe the types of accommodations available to patients in both the official and non-official hospitals of this area.	C. Accommodations 1. Types of rooms 2. Ventilation and lighting 3. Equipment and supplies	Discuss the effect of environmental factors on comfort and safety of the patient in relation to: 1. Maintaining appropriate room temperature. 2. Providing sufficient body and bed clothing 3. Adjusting placement of of patient 4. Working quietly 5. Removing sources of unpleasant odors 6. Adjusting screens, windows and lights
List the personnel employed in the Housekeeping Department and describe their training, duties and salary.	4. Housekeeping Department a. Purpose b. Function	Schedule practice periods in simulated laboratory for students, rotating responsibilities for housekeeping functions.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	II. The patient enters the facility (cont'd)	
	D. Personnel	
	1. Amount of training	
	2. Duties	
	3. Salary	
	4. Career opportunities	
	E. Preventing the spread of disease	
Explain orally the "germ theory" of disease.	1. Microbes: An Introduction	Prepare guidelines for care, use and maintenance of microscopes.
List five types of microbes.	a. Types	View prepared slides of microorganisms from both plant and animal kingdoms.
Classify microorganisms from a given list.	b. Classification	Prepare culture media using fruit, bread, etc. After incubation make a slide of the organism.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	1. Microbes: An Introduction (cont'd)	
Differentiate between inflammation, infection and disease.	c. Effects upon human organism	
List and explain in writing the five defense mechanisms.	(1) Body defense mechanisms	Discuss the effects of the body defenses upon prevention of disease.
Cite examples of microbe transmission.	(2) Modes of transmission	Prepare a chart on methods of pathogen transmission.
	2. Prophylactic methods	Define "prophylaxis" and discuss prophylactic methods.
State the theory supporting medical asepsis.	a. Medical asepsis	Define "asepsis."
	(1) Definition	
Give at least two methods of applying medical asepsis in the home and institution.	(2) Methods	Discuss ways of preventing the spread of pathogenic organisms.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	2. Prophylactic methods (cont'd)	
		Observe teacher demonstration of correct handwashing techniques, practice and return demonstration.
State theory supporting surgical asepsis.	b. Surgical asepsis (1) Definition	Make a visit to institution; observe surgical suite. If possible view surgical procedure.
Give at least two methods of applying surgical asepsis in the home and institution.	(2) Methods	Observe teacher demonstrations: a. sterile gloving b. removing sterile materials from containers Practice and return demonstrations.
Describe, orally or in writing, the benefits of the patient's first impression of the unit and unit personnel.	F. Admission to the unit 1. Definition 2. Function	Invite a unit clerk to class to discuss the responsibilities in admitting the patient to the unit.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	F. Admission to the unit (cont'd)	
	3. Personnel	
Identify and list the responsibilities and duties of the unit clerk.	a. Unit clerk (1) Amount of training (2) Duties (3) Salary (4) Career opportunities	Discuss ways a unit clerk can significantly facilitate the functioning of a unit.
Describe the variety of duties a nurse may perform. List the various levels of nurses.	b. Nursing staff (1) Levels (2) Duties (3) Salary (4) Career opportunities	Select two levels of nurses and compare their duties in a written report. List the professional advantages and disadvantages of the following levels of nurses:

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:	b. Nursing staff (cont'd)	
		Nurse aide Licensed practical nurse Technical nurse Professional nurse Handout for discussion: "Do You Want to be a Nurse?" National League for Nursing 10 Columbus Circle New York, New York 10019
Explain how the patient's chart or record facilitates the delivery of health care. Itemize four major parts of the patient's chart.	G. The patient's chart 1. Definition 2. Function 3. Legal implications	Compare the charting system of three different hospitals.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	G. The patient's chart (cont'd)	
Describe the health worker's responsibilities in charting.	4. Health worker's responsibilities a. Accuracy b. Legibility c. Briefness d. Completeness e. Confidentiality	Given a hypothetical patient care situation, correctly complete the chart. Exchange the chart with a classmate and check for accuracy, legibility and completeness.
	III. Assessing the patient	
State, orally or in writing, the definitions of "height" and "weight."	A. Height and weight	Discuss how determining height and weight contributes to the diagnosis of a patient's disease and/or disorder.
Explain the medical uses of the patient's height and weight measurements.	1. Importance	Teacher demonstration: measuring height and weight.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	A. Height and weight (cont'd)	
	2. Method	
	3. Recording	Practice working in pairs; weigh and measure each other and record findings.
		Discuss the metric system.
		Give some examples of how the metric system may affect everyday life.
		Use a list of metric terms to classify units of measure (e.g., length, weight, volume).
		Solve at least three everyday problems involving addition and multiplication, showing how the two systems of measurement differ.
		Use height and weight measures previously recorded and convert customary units to metric units. Record.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	III. Assessing the patient (cont'd)	
	B. Vital signs	
Define "temperature" as an aid in determining the patient's condition.	1. Temperature	View transparencies on temperature.
	a. Definition	
Identify the anatomical orifices used in temperature taking as to degree of accuracy.	b. Methods	Discuss the importance of accuracy in obtaining vital signs and the effect upon the physician's diagnosis and therapeutic prescription.
List four factors that may affect an accurate temperature reading.	c. Measurement scales	
	(1) Fahrenheit	Practice conversion between the two scales.
	(2) Centigrade	Construct a bulletin board displaying the two types of thermometers and method of taking a temperature. Explain the difference in normal readings and temperature ranges.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	1. Temperature (cont'd)	
	d. Recording	Observe teacher demonstration of reading the mercury. Practice finding the mercury and recording degree of heat shown. Teacher demonstration taking oral, axillary and rectal temperatures. Students work in pairs taking oral and axillary temperatures.
	2. Pulse and respiration	
State, orally or in writing, the definitions of "pulse" and "respiration."	a. Definition	Discuss anatomical areas where pulse may be ascertained.
Identify four areas where an accurate pulse may be obtained. List four factors that may affect the pulse and respiratory rate.	b. Method	Discuss factors that influence pulse and respiratory rates. Given a list of types of respiration, look up definition.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	2. Pulse and respiration (cont'd)	
Describe the relationship between pulse and respiration. Define and describe at least three types of respiration.		Observe teacher demonstration obtaining pulse and respiration rates.
	c. Recording	Students work in pairs and practice obtaining radial pulse rates and recording them. Practice obtaining respiratory rates and recording them. Practice taking temperature, pulse and respiration together and recording on graphic sheet.
Describe the influence of the heart upon blood pressure.	3. Blood pressure	Films: "Heart and Circulation," #231. Educational Media Center. "Heart - How It Works," #962. Educational Media Center

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	3. Blood pressure (cont'd)	
Define "blood pressure."	a. Definition	Filmstrip: "Taking Blood Pressure" Trainex Corporation, P.O. Box 116 Garden Grove, Calif. 94642
Identify tools needed to take a blood pressure.	b. Methods	Discussion: Factors that affect blood pressure. Observe teacher demonstration obtaining a blood pressure.
Differentiate between the systolic and diastolic readings.	c. Recording	Students work in pairs taking blood pressures and recording them on graphic sheet. Hold temperature, pulse and respiration and blood pressure clinic for teachers and school peers. Film: "What Goes Up" Washington Heart Association 2007 Eye Street, N.W. Washington, D.C. 20006

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	III. Assessing the patient (cont'd)	
Discuss collection of specimens as related to making a diagnosis.	C. Examination of body fluids	View filmstrip on collection of specimens. Summarize by identifying principles of safety and asepsis.
Identify specimens most commonly obtained.	1. Specimen collecting	
	a. Definition	
	b. Types	Practice accurately labeling specimen containers.
Describe, orally or in writing, the responsibility of the health care worker in the collection of specimens.	2. Transporting specimens	Review functions of the aide/orderly and ward clerk as related to transporting specimens.
	a. Procedure	
	b. Personnel involved	
Identify three functions of the pathology team.	3. The clinical laboratory	Visit a clinical laboratory to observe workers' activities in the various divisions.
	a. Definition	
	b. Function	Prepare a display on clinical laboratory careers.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
Differentiate between the following with reference to education, duties and career opportunities: a. Technician b. Technologist c. Histologist d. Aide e. Cytologist	3. The clinical laboratory (cont'd) c. Personnel 1. Amount of training 2. Duties 3. Salary 4. Career opportunities	Handouts - "Opportunities in Pathology" American Society of Clincial Pathologists 710 S. Wolcott Avenue Chicago, Illinois 60612 Films: "In a Medical Laboratory" "Medical Technologists" National Committee for Career in Medical Technology 9650 Rockville Pike Bethesda, Maryland 20014 Practice testing urine for the following substances: 1. Sugar 2. Acetone 3. Specific gravity

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	III. Assessing the patient (cont'd)	
Describe, orally or in writing, the procedure for the patient's history and physical exam.	D. The physical examination and history	Invite a physician's assistant to discuss importance of the patient's history and physical examination.
List health workers responsible for obtaining the history and physical examination.	1. Definition 2. Function 3. Personnel	
Describe the activities of six types of doctors selected from a list (e.g., ophthalmology, pediatrics, surgery, obstetrics).	a. Amount of training b. Duties c. Salary d. Career opportunities	From a display, practice identifying the following instruments used in the physical examination. tongue depressor stethoscope thermometer syringe (percussion) hammer blood pressure apparatus flashlight ophthalmoloscope

UNIT VI - THE PATIENT FROM ADMISSION TO DISCHARGE

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
Discuss safety, comfort and hygienic measures in relation to patient care.	I. Guidelines for health workers	Select at least two tasks (e.g., delivery and removal of diet trays, taking and recording patient's vital signs, bedmaking, etc.) and list the steps for each procedure in sequential order.
	A. Assembling and organizing equipment and supplies	
	B. Aseptic techniques	
	C. Work organization	
	D. Preparation of patient	
	E. Equipment maintenance and storage	
	F. Recording of activities	
Demonstrate proficiency in correct body mechanics by utilizing principles of good body alignment, balance, and movement.	II. Body mechanics	View filmstrip demonstrating how the worker uses own body mechanics to maintain personal safety and comfort.
	A. Definition	
	B. Function	
	C. Systems	

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	II. Body mechanics (cont'd)	
	D. Alignment and balance	Teacher demonstration of use of proper body mechanics in bedmaking.
	E. Leverage and friction	1. unoccupied 2. occupied
		Return demonstrations by students of both procedures.
Analyze and assess the patient's daily needs.	III. Meeting the patient's daily needs	
	A. Personal care and hygiene	
	1. Oral	Invite resource speaker to make a presentation on careers in the dental field.
	2. Skin	Review skin functions.
	a. Hair	Discuss the functions of the bath.
	b. Nails	Have students prepare a bulletin board on proper hair and nail care.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	III. Meeting the patient's daily needs (cont'd)	
	B. Food and fluids	
	1. Dietary Department	Invite a dietitian to discuss career opportunities in the dietary field.
	2. Parental fluids	Define "parental."
	a. Central service	Invite procurement officer to speak with students about obtaining hospital supplies and storage.
	(1) Personnel	
	(2) Training	
	(3) Duties	
	b. Intake and output	Review the metric system. Students practice measuring liquids and recording on an intake and output sheet.
	(1) Purpose	
	(2) Importance	

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	III. Meeting the patient's daily needs (cont'd)	
Discuss and practice the principles of safety in relation to the total patient environment.	C. Safety	
	1. Importance	Discuss safety of the patient and his/her environment.
	2. Engineering and Maintenance Dept.	Research and report on one option in the Engineering and Maintenance Department. Describe: Amount of training Duties Salary Career opportunities
Describe three factors which promote sleep and rest for the sick individual.	D. Rest and sleep	
	1. Body effects	Have students make personal lists of things that induce rest and sleep. Relate to an individual who is hospitalized.
Discuss the patient's need for diversional and/or recreational activity as an aid to the recovery of health.	2. Provisions	Discussion of factors that affect needs: Age Culture Condition of illness

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
Define, orally or in writing, "radiologic technology" and describe its relation to the health care system.	IV. Radiologic technology	As a part of your tour of the hospital visit the Radiology Department.
	A. Definition	
	B. Function	Identify each staff member observed in the Radiology Department.
	C. Personnel	
	1. Amount of training	
	2. Duties	
	3. Salary	
	4. Career opportunities	
	D. Areas of specialization	List the three areas of specialization in radiologic technology and describe the workers' duties in each area as to:
	1. Radiation therapy	
	2. Nuclear medicine	
	3. Diagnostic radiology	1. Amount of training 2. Duties 3. Salary 4. Career opportunities

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
Describe, orally or in writing, the function of electrocardiograph and electroencephalograph technicians.	V. Electrocardiograph (EKG) and electroencephalograph (EEG) technology A. Definition B. Function C. Personnel a. Amount of training b. Duties c. Salary d. Career opportunities	Invite an electrocardiograph technician and an electroencephalograph technician to class to discuss career opportunities. Prior to the visit, develop a questionnaire that explores the following points: 1. Position on the health team 2. Relationship to the physician 3. Opportunities for advancement 4. Training required for entry-level employment
Describe the significant functions of the audiologist and the speech pathologist in relation to individuals with speech deficiencies.	VI. Audiology and speech pathology	Research the "Help Wanted" section of local newspaper for one week and list the job opportunities for speech pathologists and audiologists.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
		Field trip to Gallaudet College for the Deaf 7th & Florida Ave., N.E. (447-0314)
List five tasks or duties of the inhalation therapist.	VII. Inhalation therapy A. Definition B. Function C. Personnel 1. Amount of training 2. Duties 3. Salary 4. Career opportunities	Invite an inhalation therapist to discuss primary duties and the personnel responsibilities.
Identify duties and responsibilities of physical medicine personnel.	VIII. Physical medicine A. Definition B. Rehabilitation	Research and report on selected careers (e.g., physical medicine, physical therapist assistant, physical therapist aide, ornologist, orthopedic aide).

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	VIII. Physical medicine (cont'd)	
	C. Personnel	Prepare a bulletin board illustrating the tasks performed by physical medicine personnel.
	1. Amount of training	
	2. Duties	
	3. Salary	
	4. Career opportunities	
Describe and discuss, orally or in writing, the duties of an occupational therapist.	IX. Occupational therapy	Identify settings in which occupational therapists work.
	A. Definition	
	B. Uses	
	C. Personnel	
	1. Amount of training	
	2. Duties	

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	C. Personnel (cont'd) 3. Salary 4. Career opportunities	
List academic requirements for becoming a pharmacist. Identify employment opportunities available to the pharmacist.	X. Pharmacy A. Duties B. Uses C. Personnel 1. Amount of training 2. Duties 3. Salary 4. Career opportunities	Prepare a simple flow chart showing how the doctor, the patient and the pharmacist interact with one another.

UNIT VII - THE PATIENT IS DISCHARGED

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
Describe, in sequential order, the patient discharge procedure.	I. Prepare for discharge A. Complete the patient's chart B. Assemble personal items C. Provide instructions for follow-up care	Panel discussion: Effects of adequate planning of patient discharge.
Describe the health team's responsibility for continuity of health care as it relates to the discharged patient.	II. Prepare for continuing health care needs A. Requirements for social services 1. Definition 2. Function 3. Personnel a. Amount of training b. Duties	Guest lecturer: Invite a social worker to discuss significant aspects of the continuity of health care.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	II. Prepare for continuing health care needs (cont'd)	
	c. Salary	List three reasons why precise instructions should be given to patients and their families when transportation and/or home health services are required following discharge.
	d. Career opportunities	
	B. Continuing medical or nursing services	
	1. Transportation services	
	2. Home health services	
Describe, orally or in writing, the role of the business office and personnel in the discharge of the patient.	III. Discharge of the patient	Select two area hospitals and ascertain the role of the business office in the discharge of a patient. Compare the two institutions and identify the positive elements of each.
	A. Business office	
	1. Definition	
	2. Function	
	3. Personnel	
	a. Amount of training	

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:	III. Discharge of the patient (cont'd) b. Duties c. Salary d. Career opportunities	

APPENDIX

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BLACK CONTRIBUTORS TO HEALTH

CHARLES RICHARD DREW. Washington-born pioneer and expert in the storage and preservation of blood for transfusions. He brought about the permanent use of plasma (the liquid part of the blood with corpuscles removed) as a substitute for whole blood and also established the method of freeze-drying plasma for future use. During World War II, he fought the use of segregated blood banks; they were abolished after World War II. He died in April, 1950 in an auto accident in North Carolina. Contrary to the legend that Drew died because he was refused a blood transfusion in a white hospital, close colleagues say he was transferred to Duke University Hospital, where facilities were better, but died en route.

LENA F. EDWARDS. Washington-born medical philanthropist. Dr. Edwards is well known both for her skill in the art of healing and her dedication to her fellow human beings. She was numbered among America's top thirteen female doctors and, in 1955, was named Medical Woman of the Year by a medical women's association. After pursuing a career as a physician and an educator she redirected her focus to medical missionary services for migrant farmers in Texas. While rendering services in this capacity she contributed her personal savings to build a much needed clinic for the migrants. Lena Edwards was among the first group to receive the Presidential Medal of Freedom, the nation's highest award to civilians.

WILLIAM AUGUSTUS HINTON. Pioneer in syphilis treatment and diagnosis. His modification of the Wasserman Test, the Hinton Syphilis Test, remained a standard for diagnosis for over thirty years. It was eventually superseded in the 1960's by a test that was less time-consuming. His book, Syphilis and Its Treatment, published in 1936, was controversial in its time, but eventually vindicated his views. His desire for a more efficient treatment of syphilis was eventually fulfilled by the advent of penicillin and the mycin drugs. Dr. Hinton died in 1959.

RUDOLPH ELLSWORTH JACKSON. Hematologist and pioneer in the fight against sickle cell anemia. Having gained experience in treating leukemia and sickle cell anemia patients in Philadelphia, he was invited to work at St. Jude's Research Hospital in Memphis and found his most difficult problem to be treatment of sickle cell anemia. Rudolph Jackson helped make the entire country aware of this disease which affected mostly people of African (and a few of Italian) ancestry. In 1972 he was made coordinator of the Federal sickle cell disease program in Washington, D.C. His office serves as an information center, educating the public about the true nature of the disease.

JANE COOKE WRIGHT JONES. Expert on cancer research and cancer chemotherapy in mid-twentieth century. The daughter of Louis Wright, Dr. Jones was internationally famous for her definitive evaluation of drugs to be used to treat cancer.

PERCY JULIAN. Outstanding chemist and contributor to less expensive medication. He produced physostigmine (a drug used in the treatment of glaucoma) synthetically and more cheaply, thus making it available to the average person. From the soybean he produced "Compound S" (used as a medication for arthritis and certain other ailments involving muscular distress) a synthetic and cheaper form of cortisone, previously prohibitive in price. Dr. Julian devised a way of filtering the chemical from soybean oil, providing quantity production of testerone (for men losing vitality because of advancing age) and progesterone (for pregnant women in danger of aborting). In 1954 Dr. Julian founded his own chemical enterprises, Julian Laboratories, Inc. (Chicago) and the Julian Laboratorios de Mexico, in Mexico City. Eventually Empress Agro-Quimica, in Guatemala, was added to his other laboratories. However, he sold the major portion of his holdings to a Philadelphia company in 1964. That same year he founded the Julian Research Institute where he served as director, and Julian Associates, Inc. of which he was president. Dr. Julian was the author of 162 scientific publications and was credited with 105 patents. In 1974 he received the Procter Prize for extraordinary service to science and humanity.

SAMUEL L. KOUNTZ. Expert on kidney transplants. He discovered the main reason for bodily rejection of transplanted kidneys, found a method of predicting it, and was able to take measures to arrest rejection. Samuel Kountz's experimentation with dogs resulted in his first successful human kidney transplant. By 1970, one out of every four kidney transplants had been performed under Kountz's supervision. Though he believed the operation could only be considered successful if his patients survived for at least twenty years, most of his fellow doctors considered him a success without waiting that long.

THEODORE LAWLESS. Outstanding dermatologist. Dr. Lawless studied medicine at Kansas and Northwestern, and dermatology in Austria, Switzerland and France. His contributions to medical literature on dermatology and syphilis were major works; his research on a cure for leprosy was outstanding. He also made important progress in the treatment of syphilis. Dr. Lawless practiced dermatology in the heart of Chicago's black community, establishing one of the largest skin practices in that city. He was appointed lecturer and demonstrator in the dermatology department of Northwestern, associate examiner in dermatology for the National Board of Medical Examiners, and special lecturer for Cook County Hospital. Until his death in 1971, he saw about 100 patients daily and treated both rich and poor with equal devotion.

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DANIEL HALE WILLIAMS. Pioneer cardiac surgeon. On July 9, 1893, he performed one of the first two coronary operations (in this case, on the pericardium, the protective sac surrounding the heart). Although a St. Louis surgeon, Dr. H.C. Dalton, had performed a successful pericardium operation almost two years earlier, publicity surrounding the event was virtually nil. In addition to this cardiac operation, Williams perfected a suture for stopping spleen hemorrhage; was an expert in anatomy and gynecology; founded Chicago's Providence Hospital (an act which labeled him the "Father of Negro Hospitals"); founded the first black nurses' training school; and was a founder and charter member of the National Medical Association, black counterpart of the American Medical Association. He was Surgeon-in-Chief at Freedman's Hospital in Washington from 1893 to 1898. Daniel Hale Williams died in 1931.

LOUIS WRIGHT. Expert on antibiotics and bone fractures. Dr. Wright's numerous works on various aspects of medicine were published from 1916 to after his death in 1952. He successfully fought the belief that the Schick Test for diptheria was valid for whites but not for blacks. He introduced the intradermal method of smallpox vaccination. Dr. Wright did research on chemotherapeutic agents in the treatment of cancer and on the antibiotics, aureomycin and terramycin; he was, in fact, the first to try aureomycin on human beings. In connection with fractures, he designed a new type of neck brace, as well as a steadying plate for thigh and shin fractures, and wrote the chapter on head injuries for a medical textbook on fractures.

HEALTH CAREERS

ENTRY - LEVEL HEALTH CAREERS

Certified Laboratory Assistant

Dental Assistant

Dental Laboratory Assistant

Electrocardiograph Technician

Electroencephalograph Technician

Food Service Workers

Nursing Aide or Orderly

Secretarial and Office Services

Surgical Aide and other Aides

Vocational Nurse or L.P.N.

Ward Clerk

INTERMEDIATE - LEVEL HEALTH CAREERS

Biomedical Engineering Technician

Clinical Laboratory Technician

Dental Hygienist

Environmental Technician

Inhalation - Therapy Technician

Medical - Record Technician

Medical Assistant

Orthotist and Prosthetist

Radiologic Technician

Registered Nurse

Therapists (Occupational therapy technician and physical therapy assistants)

Vision Specialists

HEALTH CAREERS FOR COLLEGE GRADUATES

Biomedical Engineer

Clinical Laboratory Technologist
(Medical Technologist)

Communication Specialist

Dietitian

Environmental Control Specialist

Food Technologist

Food and Drug Inspector

Health Educator

Health Statistician (Biostatistician)

Management Specialist

Medical-Record Librarian

Therapist (occupational, physical, corrective, educational, music, recreation, home economist in rehabilitation)

HEALTH CAREERS REQUIRING GRADUATE EDUCATION

Clinical-Laboratory Scientist

Dentist

Doctor of Medicine

Health Educator

Hospital Administrator

Medical Illustrator

Medical Librarian

Nurse Practitioner

Nutritionist

Pharmacist

Research Scientist

Rehabilitation Counselor

Speech Pathologist and Audiologist

Social Scientist

Veterinarian

NOTE: Space permits only a shortened listing of health careers. For additional information consult the most recent edition of Occupational Outlook Handbook, available in most libraries.

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SUGGESTIONS FOR FIELD TRIPS

Childrens Hospital
2125 - 13th Street, N.W.
Phone: 835-4000

Center for Sickle Cell Disease
Howard University
2121 Georgia Avenue, N.W.
Phone: 636-7930

Georgetown University Hospital
3800 Reservoir Road, N.W.
Phone: 625-0100

George Washington University Hospital
901 - 23rd Street, N.W.
Phone: 676-4444

Hospital for Sick Children
1731 Bunker Hill Road, N.E.
Phone: 832-4400

Howard University
2041 Georgia Avenue, N.W.
Phone: 745-6100

National Institutes of Health
9000 Rockville Pike
Bethesda, Maryland
Phone: 656-4000

Veterans Administration Hospital
50 Irving Street, N.W.
Phone: 483-6666

Walter Reed Army Hospital
6325 - 16th Street, N.W.
Phone: 545-6700

Washington Hospital Center
110 Irving Street, N.W.
Phone: 541-0500

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NOT FILMED FOR OTHER